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ABSTRACT

A detailed outline summarizes a ninth-grade course in world history adaptable to average and honors classes. Material is divided into five parts. A list of 33 course goals precedes a list of 150 objectives, grouped under appropriate goal headings. The bulk of the document consists of a content outline which cites major and minor topics covered in the course. These include prehistoric man; early civilizations; developments in Asia, the Middle East, and Europe; European history; the Industrial Revolution; modern Europe; "isms;" post-World War II independence movements; Latin America; and future trends. The remainder of the booklet consists of a list of audiovisual materials and a planning calendar. (LP)

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WORLD HISTORY

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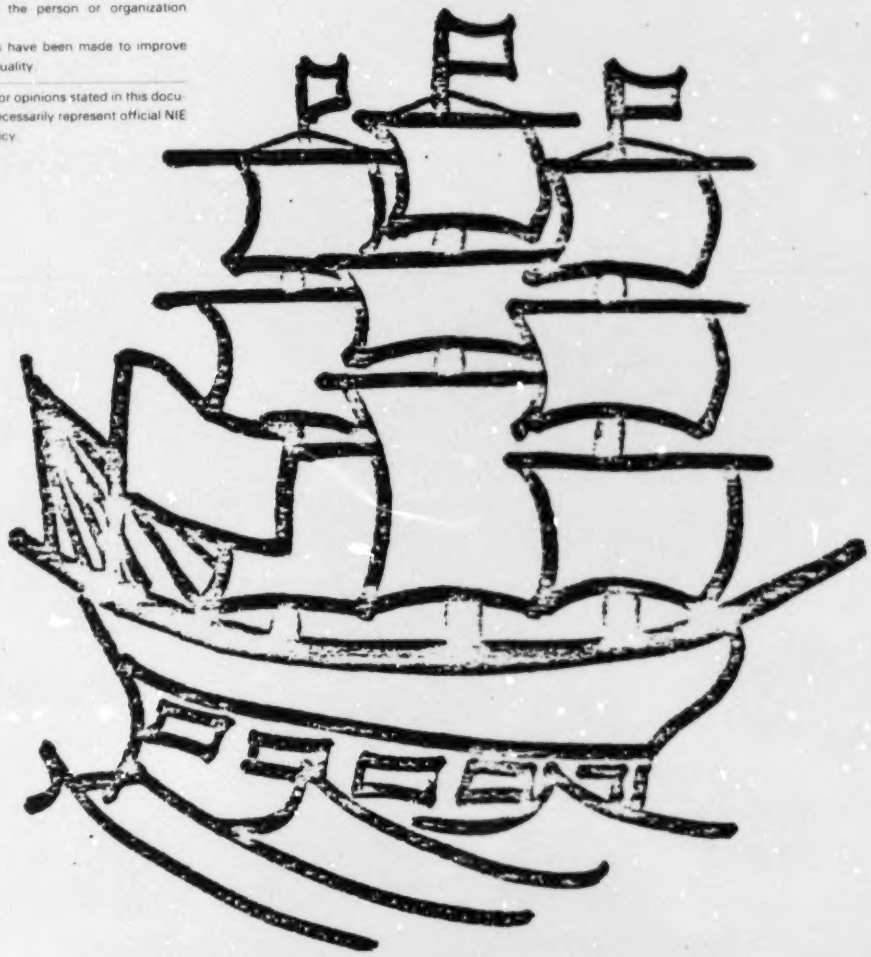

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By: Simine Heise
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DCPS

WORLD HISTORY

COURSE UNDERSTANDINGS:

The student will understand that:

1. Change has been a universal characteristic of all human societies.

2. No historical events have resulted from a single cause.

3. Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

4. Changes in human society have been gradual through evolution or have been violent through revolution.

5. Technological advances have been a major influence in changing the mainstream of world history.

6. Basic values and beliefs of every society have been reflected in their creative accomplishments.

7. The motivating factors in human achievement have been either ideological or materialistic.

8. Various aspects of physical geography have had an impact upon nations.

9. Leadership within government is dependent upon the functional structure of that government and the degree to which power is controlled by varied segments of the society.

10. International power is a factor of technological advancement, wealth, and size of a nation or agglomeration of nations.

11. The rise of nationalist movements, in which a people are bound together by ideology, tradition, and political boundaries, has altered the course of history.

12. Conflict resolution may be achieved through adjudication, arbitration, mediation, and compromise.

COURSE TITLE and NUMBER: WORLD HISTORY/STUDIES (041407)

GRADE LEVEL: 9

STATUS: Required

COURSE DESCRIPTION:

World History - Regular: This course is a survey of eastern and western civilizations from the earliest history of mankind to the present. Within this framework are included a comparative study of the history, doctrines, and objectives of all major political systems, significant developments in the arts and sciences, and economic and social changes within major civilizations. Emphasis is placed on how different civilizations have interacted with each other during various historical periods.

World History - Honors: This course is an in-depth study of ancient, medieval, and modern Eastern and Western civilizations through understanding cause and effect. From this perspective, the student should understand the interdependence among people, ideas, and events.

COURSE GOALS:

1. The student will know the work of social scientists, i.e., anthropologists, archaeologists, and geologists, and the role they play in the study of world history.

2. The student will develop an understanding of the creativity, diversity, and interdependence of human cultures.

3. The student will know the origins of Western and Eastern civilizations that began in the four great river valleys.

4. The student will know the four major classical civilizations and the contributions each made to the development of modern world civilizations.

5. The student will understand the rise of Christendom and the influences it had on Western civilization.

6. The student will be aware of the foundations of Medieval Europe and its settlement patterns, social structures, religion, and arts.

7. The student will know the Byzantine Empire, its contributions to other cultures, and the role it played in preserving Western civilization.

8. The student will be aware of the rise of Islam, and the social, economic, and political impact it had on the Muslim Empire and other civilizations.

9. The student will know the early African empires (3000 B.C. - 1500 A.D.), the types of cilizations that developed, and the advances made within these civilizations.

10. The student will understand the diverse cultures which developed in the Americas between 3000 B.C. and 1500 A.D.

11. The student will be aware of the development of the civilizations of India, China, and Japan from 500 - 1650 A.D. and the contributions each made to other civilizations.

12. The student will know reasons for the decline of feudalism in Europe and the rise of nation states.

13. The student will understand the impact of the Renaissance on science, the arts, religion, philosophy, politics, and economics in Europe.

14. The student will comprehend the impact of the Protestant Reformation and the Catholic Counter Reformation on the nations of Europe.

15. The student will understand the economic, political, technological, and cultural factors leading to the Age of Exploration.

16. The student will recognize the impact of the Age of Exploration on Europe, Africa, and the Americas.

17. The student will recognize the influences of the Scientific Revolution and the Age of Enlightenment (1500 - 1800) on the sciences and social, political, and economic thought.

18. The student will be able to enumerate political, social, and economic problems which led to revolutions in Europe and the New World during the 17th, 18th, and 19th centuries.

19. The student will comprehend the development of modern nationalism and democracy which took place in Europe after the defeat of Napoleon.

20. The student will understand the nature, causes, and significance of the Industrial Revolution on the Western world.

21. The student will realize the importance of the imperialistic rivalries of the European nations in Asia, Africa, the Middle East, and Latin America.

22. The student will understand the causes and results of World War I.

23. The student will understand the events which led to the Communist revolution in Russia and its effects on other nations.

24. The student will be able to enumerate the social, political, and economic problems facing the world between World War I and World War II.

25. The student will know the factors which led to the rise of totalitarian governments.

26. The student will know the various totalitarian ideologies, i.e. fascism, naziism, and communism.

27. The student will be aware of genocide as it occurs in various totalitarian regimes in the world.

28. The student will know the causes and results of World War II.

29. The student will understand the events of the Cold War and their significance on the Communist and non-Communist world.

30. The student will understand the origins of the movement toward independence in Asia, Africa, and the Middle East, from 1945 to the present. (including political, economic, and social problems)

31. The student will be aware of the political, social, psychological, and economic effects of the "New Scientific Revolution".

32. The student will understand the global issues facing the world today and the proposals being offered by different nations to deal with these issues.

33. The student will be aware of diverse human values, conditions, and cultures on a global basis, and develop a humane interest and acceptance of these cultures.

OBJECTIVES:

A. Goal 1
   1. The student will define and describe the work of archaeologists, anthropologists, geologists, and paleontologists.
   2. The student will identify and give the dates of the major periods of World History, pre-historic and historic (ancient, medieval, modern).
   3. The student will describe the process of development and contributions made by man as he progressed through the Paleolithic and Neolithic Ages to the Bronze Age.

B. Goal 2
   4. The student will define the term "civilization" and list characteristics of a civilization.

C. Goal 3
   5. The student will identify and locate on a map the four earliest civilizations.
   6. The student will analyze the types of governments, societies, economies, and religions that developed within each of the river valley civilizations.
   7. The student will list the major contributions made by the earliest civilizations to other cultures, specifically the beginnings of monotheism (Judaism), the Code of Hammurabi, and the beginnings of written language(s).

D. Goal 4
   8. The student will identify the four major classical civilizations and locate each on a map.
   9. The student will trace the origin and devlopment of Classical Indian civilization (c. 500 B.C. - c.589 A.D.).
   10. The student will discuss the role that geographical factors and climate played in the development of the Indian civilization.
   11. The student will identify the two major religions which developed in classical India, and explain their effects on the Indian culture.
   12. The student will identify the contributions made by the classical Indian civilization to other cultures.
   13. The student will list reasons for the decline of the classical Indian civilization.
   14. The student will trace the development of the classical Chinese civilization which developed around the Hwang Ho River.
   15. The student will discuss the role that geography played in the development of the Chinese civilization.
   16. The student will identify three great Chinese teachers and the effect each had upon Chinese philosophy, religion, and family.
   17. The student will discuss the contributions made by the classical Chinese civilization to other cultures.
   18. The student will trace the origin and development of the classical Greek civilization, placing emphasis on the role geography played in its development.
   19. The student will define the term "city-state" and identify the two most important city-states.
   20. The student will identify factors which helped to unify Greece, as well as those which prevented unification among the city-states.
   21. The student will compare and contrast the different types of government and culture which developed in the various Greek city-states, using Sparta and Athens as the main illustrations.
   22. The student will define the term "Hellenistic Period".

23. The student will analyze the roles that Philip of Macedon and Alexander the Great played during the Hellenistic Period.
24. The student will identify major contributions from the Greek Classical and Hellenistic Periods to other cultures in the areas of philosophy, science, government, art and literature.
25. The student will trace the origin and development of the Roman Republic.
26. The student will chart on a map the expansion of Rome from 509 B.C. to 476 A.D.
27. The student will analyze the government and culture of the Roman Republic.
28. The student will identify factors which led to the decline of the Roman Republic and the subsequent establishment of the Roman Empire.
29. The student will identify major emperors of the Roman Empire and the role each played in its expansion and decline.
30. The student will identify major contributions that the Romans made to other cultures in the areas of art, science, language, literature, government, and religion.

E. Goal 5
31. The student will discuss the origin of the basic tenets of Christianity.
32. The student will analyze the roles that persecution and tolerance played in the development of Christianity.

F. Goal 6
33. The student will define the term "Middle Ages" and distinguish between the early and late Middle Ages.
34. The student will trace the origin and development of the early Middle Ages, placing emphasis on the reign of Charlemagne.
35. The student will define the term "feudalism" and explain, in detail, the role it played in the economic, political, and social life of the Middle Ages.
36. The student will discuss the role of the Catholic Church in the Middle Ages.
37. The student will state the purposes and the results of the Crusades.
38. The student will identify major cultural achievements of the Middle Ages in the areas of literature, science, philosophy, art, and education.
39. The student will identify reasons for the decline of medieval society.

G. Goal 7
40. The student will discuss the reasons behind the formation of the Byzantine Empire.
41. The student will analyze the reasons why the Byzantine Empire (also known as the Eastern Empire) remained strong after the decline of the Roman Empire.
42. The student will analyze the role of the Byzantine Empire in the preservation of Western Heritage and how it later affected the culture of other societies, specifically the Russian society.
43. The student will discuss the events which led to the fall of the Byzantine Empire and the rise of the Ottoman Empire.

H. Goal 8
44. The student will discuss the origin of and basic tenets of Islam.
45. The student will chart on a map the expansion of Islam from 632 - 750 A.D.
46. The student will describe the culture that developed within the Muslim Empire.
47. The student will compare and contrast Islam and Christianity, including in the comparison their common heritage, Judaism.

I. Goal 9
48. The student will identify and describe major early African kingdoms and their importance and contributions.

49. The student will discuss the role that Islam played in the development of West Africa.
50. The student will identify reasons for European interest in Africa in the 1400's and discuss its effects on the African communities.

J. Goal 10
51. The student will trace the origin and development of major Indian civilizations in the Americas between 3000 B.C. and 1600 A.D.
52. The student will compare and contrast the patterns of life, culture, and accomplishments of various Indian civilizations and list at least four contributions the Indians made to other cultures.

K. Goal 11
53. The student will examine the effects of Muslim rule of India on its religion, art, and everyday life.
54. The student will explain the rise and fall of the Mogul (Mughul; Mongol) Empire in India between 1526 and 1750.
55. The student will describe the political, economic, and social developments in China under the Tang and Sung Dynasties (600 - 1100 A.D.).
56. The student will examine the positive and negative effects that Mongol rule had upon China.
57. The student will compare and contrast the Ming and the Manchu Dynasties and the effects each had on the political, economic, and social life of China.
58. The student will locate the islands of Japan on a map and explain the role that geography has played in shaping Japanese culture and history.
59. The student will trace the origins and development of the Japanese people and the effect China had on the development of early Japanese culture.
60. The student will explain the structure of feudal society as it existed in Japan.

L. Goal 12
61. The student will identify the major reasons for the end of feudalism in Europe.
62. The student will list the various steps involved in England becoming a nation-state and compare it to the development of France as a nation-state.
63. The student will analyze the development of Portugal, Spain, and Russia as nation-states.
64. The student will explain the reasons for the failure of Germany and Italy to become nation-states until the 1800's.

M. Goal 13
65. The student will define the term "Renaissance" and explain why it began in Italy.
66. The student will define the term "humanism" and explain the role it played in the Renaissance.
67. The student will identify major Renaissance artists, writers, and political theorists and discuss their influence, both individual and combined, on various cultures.

N. Goal 14
68. The student will describe the events that led to the Protestant Reformation.
69. The student will identify the leading figures in the Protestant Reformation and the role each played in the establishment of various Protestant sects.
70. The student will identify the measures which the Catholic Church took to reform itself, (known as the Counter Reformation).

71. The student will explain the role that the conflict between Catholicism and Protestantism played in the history of Europe between 1550 and 1650.
72. The student will analyze the changes taking place in Russia during the late 1600's through 1792.
73. The student will analyze the events going on in Prussia in the 1700's and the role Prussia had in the War of Austrian Succession.

O. Goal 15
74. The student will identify the major reasons for European exploration of the New World.
75. The student will discuss the major political and economic changes brought about in Europe as a result of the Age of Exploration.

P. Goal 16
76. The student will describe how colonialism, which resulted from voyages of exploration, affected the peoples of the Non-European world, specifically the Indians of the Americas and Africans.

Q. Goal 17
77. The student will define the term "Enlightenment" and identify not only the time period during which it occurred but the major thinkers and their ideas.
78. The student will analyze the influence that major Enlightenment thinkers had on the political, economic, and social development of various cultures.

R. Goal 18
79. The student will describe the issues which led to civil war in England in 1642 and the events which occurred from the end of the war to the Glorious Revolution.
80. The student will define the term "revolution".
81. The student will identify the causes and results of the American Revolution.
82. The student will define th terms "radical", "moderate", and "conservative".
83. The student will analyze the social, political, and economic conditions in the Old Regime of France during the 18th century.
84. The student will describe the events which led to the rise of Napoleon Bonaparte.
85. The student will analyze the social, political, and economic impact of Napoleon on France and the rest of Europe.
86. The student will describe the events which led to the independence of Portugal and Spain's Latin American colonies.
87. The student will analyze the reasons for the political instability in Latin American countries.

S. Goal 19
88. The student will discuss the political changes which occurred in Italy and Germany as a result of nationalism.
89. The student will discuss major democratic reforms sought by the liberals and nationalists in Europe after 1815, and how they led to various uprisings.
90. The student will cite reasons for political instability in Spain, Portugal, Italy, and Austria-Hungary during the late 1800's.

T. Goal 20
91. The student will trace the origins and development of the Industrial Revolution in Great Britain.
92. The student will analyze the significance the Industrial Revolution had on the Western world.
93. The student will discuss alternatives offered to deal with the problems created by industrialization.

94. The student will identify achievements made in the areas of science, art, music, and literature during the 1800's.

U. Goal 21
95. The student will define the term "imperialism".
96. The student will locate on maps of Asia, Africa, and Latin America the areas which were colonized by major European powers in the 1800's.
97. The student will describe the events which led to British rule in India and discuss the positive and negative effects of it.
98. The student will discuss the reasons for European imperialism in China in the 1800's, and the Chinese reaction to this imperialism.
99. The student will discuss the causes and effects of European imperialism in Southeast Asia and the Pacific Islands.
100. The student will analyze the role that foreign powers played in Japan in the 1800's and its effect on Japan.
101. The student will explain why the continent of Africa came under foreign control and locate on a map of Africa the areas controlled by the seven European countries.
102. The student will discuss the results of imperialism on the African nations.
103. The student will discuss the major reasons for imperialism in Latin America and the role the United States played in Latin America.

V. Goal 22
104. The student will define the term "alliance".
105. The student will identify the problems which led European nations to form alliances before World War I.
106. The student will list the major causes of World War I.
107. The student will analyze the role of the United States in World War I.
108. The student will explain Wilson's Fourteen Points and the rationale upon which they were based..
109. The student will analyze the Treaty of Versailles, emphasizing the way in which it laid the groundwork for yet another world war.
110. The student will compare the map of Europe before World War I to that of Europe after World War I.

W. Goal 23
111. The student will define the term "communism".
112. The student will discuss factors leading to the development of Marxist thought.
113. The student will discuss the basic tenets of Marxism.
114. The student will analyze the events in Russia leading to the March 1917 revolution.
115. The student will analyze the changes Lenin made in Marxism when he established communist rule in Russia.
116. The student will analyze three actions taken by Stalin in Russia during his dictatorship.
117. The student will identify each of the post-Stalin leaders of the Soviet Union and list one key effect each had on communism.
118. The student will compare the governmental structure and processes of the Soviet Union to that of the United States as they presently exist.

X. Goal 24
119. The student will analyze the political, social, and economic conditions in Western Europe following World War I.
120. The student will discuss the problems facing the nations of Eastern Europe and Asia after World War I.
121. The student will analyze the impact of the Unites States depression on the nations of Europe.

Y. Goal 25
122. The student will define the terms "totalitarianism", "fascism", and "naziism".
123. The student will analyze the events that led to the rise of Mussolini, Hitler, and Franco.

Z. Goal 26
124. The student will compare and contrast communism, fascism, and naziism.

AB. Goal 27
125. The student will define the term "genocide".
126. The student will discuss the steps taken by Hitler to annihilate the Jewish people and other groups.

AC. Goal 28
127. The student will analyze the events leading to the outbreak of World War II.
128. The student will analyze the role the United States played in World War II.
129. The student will discuss the results of World War II, placing emphasis on the creation of the United Nations.
130. Given a map of Europe at the end of World War II, the student will locate those nations which became part of the communist bloc and those nations which remained non-communist.

AD. Goal 29
131. The student will define the term "Cold War".
132. The student will analyze major events of the Cold War from 1947 to the early 1960's.
133. The student will analyze the events which led to the fragmentation of the communist world and to the Era of Coexistence.
134. The student will define the term "détente".
135. The student will analyze the major events in the world during the era of détente.

AE. Goal 30
136. The student will analyze the movement toward independence in India, China, and Japan after World War II.
137. The student will analyze the struggle for independence in Southeast Asia after World War II.
138. The student will define the term "Zionism".
139. The student will describe the events which led to the Arab-Israeli conflict following World War II.
140. The student will identify the major Middle East countries which gained independence after World War II and the role each plays in world affairs today.
141. The student will identify and locate on a map the African nations which have gained independence since World War II.
142. The student will identify the main political, economic, and social problems facing the new African nations.
143. The student will identify the main political, economic, and social problems facing Latin America today and how they affect the United States.

AF. Goal 31
144. The student will discuss the term "New Scientific Revolution" and identify the major advances made in science and technology.
145. The student will discuss problems created by the scientific and technological achievements.

AG. Goal 32

146. The student will identify at least eight global issues with which the world is attempting to deal today.

147. The student will analyze the way in which communist, democratic, and third world nations are attempting to deal with these global issues.

AH. Goal 33

148. The student will identify ways in which nations have become dependent upon each other in today's "shrinking world".

149. The student will identify conditions in which the activities of two or more peoples affect one another and discuss the cultural pluralism which has existed worldwide since the earliest beginnings of civilization.

150. The student will hypothesize about the future trends and issues which will face the world as it moves toward the twenty-first century.

CONTENT OUTLINE:

1. Social Sciences
   - A. Anthropology
     - i. Archaeology
     - ii. Paleontology
   - B. Geology

2. Periods of History
   - A. Prehistoric
     - i. Definition
     - ii. Dates
   - B. Historic
     - i. Definition
     - ii. Three phases
       - a. Ancient History (4000 B.C. - 500 A.D.)
       - b. Medieval History (500 - 1500 A.D.)
       - c. Modern History (1500 - Present)

3. Development and Contributions of Man
   - A. Paleolithic Age (Old Stone Age)
     - i. Nomadic lifestyles in caves
     - ii. Discovery and use of fire
     - iii. Formation of small hunting bands
     - iv. Development of tools
     - v. Cave drawings, painting, and carvings
   - B. Neolithic Age (New Stone Age)
     - i. Organized community life developed
     - ii. Domestication of animals
     - iii. Discovery of farming
     - iv. Weaving and spinning
     - v. Invention of potter's wheel
     - vi. Settlements near lakes, rivers, and seas
   - C. The Bronze Age (Age of Metal)
     - i. Cooperation among men to control environment
     - ii. Early transportation
       - a. Sled
       - b. Sailboat
     - iii. Specialization within communities
       - a. Metalsmiths
       - b. Potters
       - c. Tradespeople
     - iv. Use of metals for tools and weapons

4. Civilization
   - A. Definition
   - B. Characteristics of a civilization
     - i. Cities
     - ii. Complex religions
     - iii. Government
     - iv. Social classes
     - v. Methods of recordkeeping
     - vi. Specialized occupations

5. Earliest Civilizations
   - A. Nile River Valley (Egypt)
   - B. Tigris and Euphrates River Valley (Iraq)
   - C. Indus River Valley (Pakistan and Western India)
   - D. Hwang Ho River Valley (China)

6. River Valley Civilizations
   - A. The Nile River Valley
     - i. Government
       - a. Absolute monarchy (pharoah)
       - b. Theocracy
     - ii. Society - three classes
       - a. Upper class - priests, court, landed nobility
       - b. Middle class - tradesmen, artisans, teachers
       - c. Lower class - slaves, free laborers
     - iii. Economy
       - a. Farming - wheat and barley
       - b. Trading - timber, dye, perfume, ivory
     - iv. Religion
       - a. Belief in many gods (polytheism)
       - b. Belief in an afterlife
         - (1) Tombs (pyramids)
         - (2) Mummification
   - B. Tigris-Euphrates River Valley (Mesopotamia)
     - i. Government
       - a. City-states
       - b. Theocracy
     - ii. Societies
       - a. Sumerians (3000 - 2300 B.C.)
       - b. Babylonians (2300 - 1600 B.C.)
       - c. Hittites (2000 - 1200 B.C.)
       - d. Hebrews (1275 - 586 B.C.)
       - e. Phoenicians (1000 - 700 B.C.)
       - f. Assyrians (900 - 612 B.C.)
       - g. Chaldeans (612 - 539 B.C.)
       - h. Persians (500 - 331 B.C.)
     - iii. Economy
       - a. Farming
       - b. Trading
     - iv. Religion
       - a. Polytheistic
         - (1) Sumerians
         - (2) Babylonians
         - (3) Hittites
         - (4) Assyrians
         - (5) Phoenicians
         - (6) Chaldeans
         - (7) Persians
       - b. Zoroasterian - Persians
       - c. Monotheism - Hebrews
   - C. Indus River Valley (Harappa and Mohenjo-Daro)
     - i. Government
       - a. City-state
       - b. Rule by priest/king
     - ii. Society
       - a. Upper class - priests and nobility
       - b. Merchant class
       - c. Commoners

iii. Economy
a. Farming - wheat, barley, melons, dates)
b. Trading
iv. Religion - Animism
a. Sacred animals
b. Sacred trees

D. Hwang Ho River Valley
i. Government
a. Hsia dynasty
b. Shang dynasty
ii. Society
a. Upper class - king, nobles, priests
b. Peasants
c. Characteristics
(1) Extended family
(2) Ancestor worship
iii. Economy
a. Farming
b. Manufacturing - fine pottery, silk textiles
iv. Religion
a. Animism
b. Ancestor worship

7. Contributions of Earliest Civilizations
A. Nile River Valley
i. Architecture - pyramids
ii. Sculpture - statues of men and animals
iii. Jewelry
iv. Hieroglyphics
v. Science
a. Embalming
b. Anesthetics
c. Papyrus
d. Geometry
e. Decimal system
f. Twelve-month solar calendar

B. Tigris-Euphrates River Valley
i. Sumerians
a. System of writing (Cuneiform)
b. Architectural achievement (Ziggurat)
c. Use of wheel (Wheeled chariot)
ii. Babylonians
a. Code of Hammurabi
b. Lunar calendar based on twelve-month year, seven-day week, and twenty-four hour day
iii. Hittites
a. Use of iron for tools and weapons
b. Refined Hammurabi Code
iv. Hebrews
a. Monotheism - Judaism
b. Ten Commandments and Mosaic Law
v. Phoenicians
a. Red/purple dye
b. Alphabet
c. Skilled ship builders
vi. Assyrians
a. World's first library
b. Well organized political administration and empire
vii. Chaldeans
a. Hanging Gardens of Babylon
b. Development of astrology (Zodiac)

viii. Persians
a. Religion (Zoroastrianism)
b. Persepolis

C. Indus River Valley
i. Oven-baked bricks
ii. Painted pottery
D. Hwang Ho River Valley
i. Silk
ii. Bronze casting
iii. Tea

8. Four Major Classical Civilizations
A. Ancient India
B. Ancient China
C. Ancient Greece
D. Ancient Rome

9. Development of Indian Civilization
A. Aryans conquered the Indus people (c.1500 - 900 B.C.)
i. Vedic Age
ii. Development of caste system
a. Brahmans - priests
b. Kshatrujas - nobles and warriors
c. Vaisyas - merchants and workers
d. Shudras - serfs or servants
e. Pariahs - untouchables
iii. Sanskrit (written language)
a. Rig-Veda
b. Upanishads
iv. Establishment of Hinduism
B. Epic Age (900 - 500 B.C.)
i. Development of city-states (Rajah)
ii. Literature ("Bhagavad-Gita")
iii. Birth of Siddhartha Gautama (563 B.C.)
C. Invasion of India by Darius of Persia
D. Dynasty of Nine Nandas (413 - 322 B.C.)
i. Invasion of Alexander the Great
ii. Overthrow of Nanda rulers by Chandragupta
iii. Establishment of Mauryan dynasty (321 - 184 B.C.)
E. Greco-Bactrian Empire (c.183 - c.150 B.C.)
F. Kushan Empire (c.78 - c.227 A.D.)
G. Time of upheaval (c.227 A.D. - C.327 A.D.)
H. The Gupta Empire (c.320 A.D. - c. 535 A.D.)
i. Golden Age of India
ii. Peace and prosperity
I. Invasion by the Huns
i. Decline of Gupta Empire
ii. Centuries of war and disunity
iii. Decline of Indian culture

10. Geography of India
A. Subcontinent - isolated
i. Himalaya mountains
ii. Arabian Sea and Bay of Bengal
B. Two great river systems
i. Indus
ii. Ganges
C. Climate
i. Monsoons
ii. Heat

11. Major Religions of India
    A. Hinduism
        i. Caste system
        ii. Reincarnation
        iii. Karma
    B. Buddhism (Middle Way)
        i. Four Noble Truths
        ii. Reincarnation
        iii. Nirvana
        iv. Opposition to caste system

12. Contributions of Classical India
    A. Religions
        i. Hinduism
        ii. Buddhism
    B. Sanskrit
    C. Concept of Zero
    D. Decimal System 1-9
    E. Medicine
        i. Surgery
        ii. Sterilization

13. Decline of Classical India
    A. Invasion by the Huns
    B. Lack of unity among Indian states
    C. Lack of strong leaders and government
    D. Isolation

14. Development of Chinese Civilization
    A. Chou dynasty (1028 - 256 B.C.)
        i. Feudal states
        ii. Settlement of the Yangtze River Valley
        iii. Era of warring states
    B. Ch'in dynasty (221 - 207 B.C.)
        i. Harsh and absolute rule
        ii. Centralization of government
        iii. Uniform tax system
        iv. Great Wall of China
    C. Han dynasty (200 B.C. - 220 A.D.)
        i. Expansion
        ii. Civil service system
        iii. Decline of power of the landowners
        iv. Pax Sinica
        v. Introduction of Buddhism
    D. Period of Six Dynasties (220 - 589 A.D.)
        i. Invasion of the Huns
        ii. Stagnation of science, art, trade
    E. Sui dynasty
        i. Drove out Huns
        ii. Reunited China
        iii. Grand Canal
            a. Connected Yangtze River and Hwang Ho
            b. Extended to link Northern and Southern China
    F. Tang dynasty (618 - 906 A.D.)
        i. Golden Age
        ii. Time of peace
        iii. Emphasis on education and the arts
    G. Disunity and civil war (906 - 960 A.D.)

15. Geography of China
    A. Natural borders isolated China
    B. Natural barriers isolated different parts of China
        i. Northern China
            a. Dry
            b. Main crop: wheat
        ii. Southern China
            a. Monsoons
            b. Main crop: rice

16. Teachers
    A. Confucius
        i. Correct behavior towards others
        ii. Respect for elders and ancestors (filial piety)
        iii. Teachings based on Confucianism
        iv. Strong dislike for change
        v. Good government
    B. Lao-Tse
        i. Stress on nature and inner peace
        ii. Emphasis on nature shaped science and technology
        iii. Teachings - basis of Taoism
    C. Buddhism
        i. Originated in India
        ii. Provided consolation in times of crisis
        iii. Offered an escape from hardships of life

17. Contributions of Classical China
    A. Printing
    B. Gunpowder
    C. Philosophy
    D. Silk
    E. Porcelain
    F. Paper
    G. Civil Service examinations

18. Origin and Development of Greek Civilization
    A. Island of Crete - Minoan Civilization (2000 B.C. - 1400 B.C.)
    B. Achean Civilization
        i. Mycenea
        ii. Troy
    C. Dark Age - Invasion by the Dorians (1100 B.C. - 750 B.C.)
        i. Destroyed Aegean and Cretan settlements
        ii. Absorbed Aegean and Cretan culture
    D. Rise of city-states (Hellenic period)
    E. Persian Wars
    F. Peloponnesian Wars
    G. Hellenistic Period
    H. Conquest of Greece by Romans
        i. Geography
            a. Mediterranean
            b. Islands close together
            c. No river valleys
            d. Scarcity of food
                (1) Fishermen
                (2) Traders
                (3) Sailors
                (4) Colonizers

19. City-State
    A. Definition

B. Leading city-states
   i. Sparta
   ii. Athens

20. Factors For and Against Unification
   A. For
      i. Same language
      ii. Common religion
      iii. Common trading interest
   B. Against
      i. Mountains divided country into isolated communities
      ii. Various city-states developed different types of governments
      iii. Greeks loved independence and individual freedom

21. Governments of City-States
   A. Limited monarchy
   B. Oligarchies
   C. Totalitarianism - Sparta - Military dictatorship
      i. Political rights to landholding aristocrats only
      ii. Military training for males from age seven
      iii. Women trained in patriotic devotion
      iv. State discouraged new ideas and discussion
      v. Sparta was a "closed state"
      vi. Women considered equal to men
   D. Democracy - Athens
      i. Power laid in the assembly
      ii. Justice in the hands of large juries made up of citizens
      iii. Citizens were paid for public service
      iv. Liberal education was stressed
      v. Emphasis on the arts and literature
      vi. Women, foreigners, and slaves could not be citizens

22. Hellenistic Period
   A. Definition
   B. Time span

23. Major Figures During the Hellenistic Period
   A. Philip of Macedon
      i. Conquest of Greek city states except Sparta
      ii. Combined city states into Hellenic League
   B. Alexander the Great
      i. Goal - to creat a united world empire
      ii. Policy of cultural fusion
      iii. Conquered much of Asia Minor, Syria, Egypt, Persia; up to Indus Valley

24. Contributions of Classical Greece
   A. Literature
      i. Poetry
         a. Homer
         b. Sappho
      ii. Drama
         a. Sophocles
         b. Euripides
         c. Aeschylus
         d. Aristophanes
      iii. History
         a. Herodotus
         b. Thucydides
      iv. Mythology

   B. Science
      i. Pythagoras
      ii. Hippocrates
      iii. Ptolemy
      iv. Euclid
      v. Archimedes
   C. Philosophy
      i. Sophists
         a. Socrates
         b. Aristotle
         c. Plato
      ii. Epicureanism
      iii. Stoicism
   D. Government - basis of Western democracy
   E. Art
      i. Architecture
         a. Parthenon
         b. Doric, Ionic, Corinthian
      ii. Sculpture
         a. Myron - Discus Thrower
         b. Phidias - Athena and Zeus

25. Origin and Development of the Roman Republic
   A. Beginnings of Roman History
      i. Latins
      ii. Etruscans
   B. Establishment of the Roman Republic
   C. Expansion of the Roman Republic
      i. Unification of Italy
      ii. Punic Wars
      iii. Conquest of the Mediterranean world
         a. Macedonia
         b. Syria
         c. Egypt
         d. Greece

26. Map of the Expansion of Rome

27. Roman Republic
   A. Government
      i. Senate
      ii. Assembly
      iii. Council
   B. Culture
      i. Two-class society
         a. Patricians
         b. Plebians
      ii. Extended family - basic social unit
      iii. Education - emphasized history
      iv. Women were citizens
      v. Religion - polytheistic

28. Decline of the Roman Republic
   A. Problems caused by rapid expansion
   B. Power struggle among various social groups
   C. Period of civil war
   D. First Triumvirate
      i. Defeat of Pompey and Crassus
      ii. Caesar becomes military dictator
   E. Second Triumvirate

29. Major Emperors of the Roman Empire
    A. Augustus
        i. Pax Romana began
        ii. Stimulation of trade; encouragement of culture
    B. The Julian emperors
    C. Control of emperors by the army
    D. The last emperors
        i. Nerva
        ii. Trajan
        iii. Hadrian
        iv. Antoninus Pius
        v. Marcus Aurelius - end of Pax Romana
    E. Diocletian and Constantine
    F. Decline of the Empire
        i. Weak and corrupt rulers
        ii. Heavy taxation
        iii. Weak army
        iv. Decline of morals
        v. Impossible conditions for the peasant class
        vi. Barbarian invasions

30. Contributions of the Romans
    A. Preservation of Greek culture
    B. Science
        i. Engineering (bridges, roads, aqueducts)
        ii. Military science
    C. LIterature
        i. Cicero
        ii. Virgil
        iii. Horace
        iv. Ovid
    D. Roman Law - Government
        i. Justinian code
        ii. International law
    E. The Latin language
    F. Christianity

31. Christianity
    A. Origins
        i. Weakening of the Roman Empire
        ii. Jesus as successful teacher
        iii. Religion made popular by teaching of Paul
    B. Basic tenets
        i. All people equal in the sight of God
        ii. Belief in the idea that a better life would come after death
        iii. Jesus as Messiah who would lead Jews to freedom from Roman rule

32. Elements in Development of Christianity
    A. Persecution
        i. Refusal to worship Roman emperor
        ii. REfusal to join Roman army
        iii. Used as scapegoat when political and economic conditions were bad
    B. Tolerance
        i. Martyrdom bred respect
        ii. Constantine - Edict of Milan

33. Middle Ages
    A. Early Middle Ages (500 - 1000 A.D.)
    B. Later Middle Ages, including the Feudal period (1000 - 1500 A.D.)

34. Early Middle Ages
    A. Invasion of Rome by German tribes
    B. Invasion of France and Spain by German tribe, the Franks
    C. Muslim defeat of Franks
    D. Frankish defeat of Muslims
    E. Charlemagne crowned and Western Roman Empire reunited
    F. Roman Empire divided after Charlemagne's death into England, Germany, Italy

35. Feudalism
    A. Social and political structure
        i. King
        ii. Lords
        iii. Knights
        iv. Serfs
        v. Freemen
    B. Economic structure
        i. Agricultural base
        ii. Manor - center of social and economic life
        iii. Guild system

36. Medieval Church
    A. Unifying force throughout Europe politically, economically, socially
    B. Imprtance of salvation

37. Crusades
    A. Purpose of the four major crusades
    B, Results

38. Cultural Achievements
    A. Literature
        i. Epics of the period
            a. King Arthur
            b. Song of Roland
            c. Nibelungenlied
        ii. Ballads, including Robin Hood
        iii. Fables
        iv. Drama
            a. Mystery plays
            b. Miracle plays
            c. Morality plays
        v. Chaucer
    B. Science
        i. Alchemy
        ii. Earth-centered universe
        iii. Advances in technology
            a. Windmill
            b. Clocks
            c. Lenses for glasses
            d. Glass for windows and mirrors
            e. Printing press (Gutenberg)
    C. Philosophy
        i. Scholasticism
        ii. Thomas Aquinas
    D. Church architecture
    E. Education
        i. Popular languages replaced Latin
        ii. Education in the hands of the Church
        iii. Origin of the university system

39. Decline of Medieval Society
    A. Black death, following weakening of foundations of Medieval society
    B. Babylonian Captivity and Great Schism undermine Church
    C. Strengthening of English and French governments

40. Formation of the Byzantine Empire
    A. Roman Empire too unwieldy to rule
    B. Divided into Eastern and Western empires

41. Strengths of the Byzantine Empire (Eastern)
    A. Centralized government
    B. Skillful diplomacy
    C. Military strength and sophistication
    D. Economic strength came from diversity: agriculture, manufacturing, trade

42. Byzantine Heritage
    A. Blended Roman, Christian, Greek and Middle Eastern influences
    B. Preserved Roman law which formed the basis of many modern European legal systems
    C. Preserved classical learning
    D. Split from Roman Catholic Church; created Eastern Orthodox Church that was transmitted to the Slavs
    E. Greek Monks Cyril and Methodius created the Cyrillic alphabet

43. Fall of Byzantine Empire
    A. Its wealth brought many jealousies and battles
    B. Muslim overthrow of Constantinople

44. Islam
    A. Mohammed - founder
    B. Koran - holy book
    C. Four obligations
        i. Prayer five specific times of the day (recitation of Muslim Creed)
        ii. Alms to the poor
        iii. Pilgrimage to Mecca
        iv. Fasting during Ramadan

45. Map of Expansion of Islam

46. Muslim Empire
    A. Government and economy
        i. Caliph
        ii. Caliphates united by trade and commerce
    B. Culture
        i. Learning
            a. Koran focus of scholarship
            b. Translation of ancient Greek philosophy and science
        ii. Sciences
            a. Perfected techniques of diagnosing and treating diseases
            b. Advanced algebra and trigonometry
            c. Advanced chemistry and astronomy
        iii. Art
            a. Architecture
            b. Carpets, tiles, fabrics
        iv. Literature
            a. Rubaiyat
            b. A Thousand and One Nights

47. Comparison of the Three Major Religions
    A. Similarities
        i. All monotheistic
        ii. All believe in a judgement day
        iii. All believe Abraham, Moses, and Jesus were great prophets
    B. Differences
        i. Jews and Moslems do not believe Jesus is son of God
        ii. Christians and Moslems actively seek converts; Jews do not
        iii. Jews and Moslems do not allow human images to be made; Christians have both statuary and icons

48. African Kingdoms
    A. Western
        i. Ghana
        ii. Mali
        iii. Songhai
    B. Eastern
        i. Kush
        ii. Aksum
    C. Southern - Zimbabwe
    D. Trade - caravans versus the sea
    E. Language - beginning of Swahili
    F. Art and music

49. Role of Islam in Africa
    A. More appealing than Christianity
    B. Differed in each country as assimilated

50. European Interest in Africa - Trade
    A. Gold - Salt
    B. Ivory
    C. Iron

51. Major Indian Civilizations in the Americas
    A. North American
        i. Eskimo - Alaska (Inuits)
        ii. Pueblo - Southwest
        iii. Iroquois or Five Nations - East Coast
    B. South American
        i. Mayans - Guatamala to Mexico
        ii. Aztecs - overthrew Mayans in Mexico
        iii. Incas - Peru

52. Life, Culture, Accomplishments of Indians
    A. Eskimos
        i. Hunted and fished
        ii. Tools of bone and ivory
        iii. Homes of ice, wood, sod or stone
        iv. No central government
        v. Religion emphasized working with nature
    B. Pueblos (including Hopi and Zuni)
        i. Farmers
        ii. Developed complex system of irrigation
        iii. Highrise homes of adobe
        iv. Government included elected officials and council of elders
        v. Religion taught people to live in harmony with nature
        vi. Fought only if survival at stake
    C. Mayans
        i. Farmers and traders

ii. Lived in city-states
iii. Homes of wooden thatch
iv. Theocratic government
v. Polytheistic religion - built huge stone pyramids
vi. Culture
a. Jewelry and statuary
b. Astronomy and mathematics
c. Ritual ball games

D. Aztecs
i. Farmers, traders, conquerors
ii. Adobe houses
iii. Government
a. Emperor - supreme power
b. Officials appointed to administer justice and regulate trade
c. Conquered peoples paid tributes
iv. Religion
a. Polytheistic
b. Large number of priests and ceremonies
c. Human sacrifice
d. Calendar like religious text
e. War as important as religion

E. Incas
i. Farmers, weavers
ii. Absorbed conquered peoples
a. Highly organized government
(1) Absolute emperor
(2) Government control of all aspects of life
b. Complex communications
c. Sophisticated mode of transportation
d. No system of writing
(1) Culture memorized
(2) Statistical information kept on knotted cords
iii. Polytheistic Religion
a. Priets interpreted will of gods
b. Human sacrifices on special occasions only

53. Effects of Muslim Rule in India
A. Great tensions between the two religions
i. Antithetical beliefs
ii. Conversion of Hindus
iii. Non-believer tax
B. Use of the dome and the arch
C. Irrigation systems introduced

54. Mogul Empire (1526 - 1750)
A. Reign of Akbar
i. Tried to unify country
ii. Allowed policy of religious toleration
B. Successors reverted back to intolerance
C. Civil war among Moslem princes

55. Tang and Sung Dynasties
A. Political and economic aspects
i. Efficient civil service system
ii. Confucian, but generally tolerated Buddhism
iii. China unified under Sung
B. Social aspects
i. Eighth century - Printing invented
ii. c. 1050 - Used movable type

iii. Invented and used gunpowder and explosive rockets
iv. Developed magnetic compass
v. Perfected manufacturing of porcelain and unusual glazes
vi. Literature, especially poetry, important
vii. Landscape painting reached its highpoint
viii. Footbinding introduced at court

56. The Mongols in China
A. Positive aspects - contact with foreigners
i. Built great highways
ii. Increased trade
iii. Spread knowledge of Chinese inventions westward
B. Negative aspects
i. Mongul attacks killed more than five million people
ii. After Kublai's death China was weak
a. Famine
b. Inflation

57. Ming and Manchu Dynasties
A. Ming
i. Revival of civil service system
ii. Confucian scholars' influence regained
iii. Isolation from the West
iv. Tightly regulated travel and trade
a. Canton
b. Macao
B. Manchu (from Manchuria)
i. Conflict between Manchu and Chinese customs and languages
ii. Opium War - pressure from the West
iii. Taiping Rebellion - peasant uprising
iv. Imperialism: Russia, Japan, Germany, France, Britain - spheres of influence
v. Boxer Rebellion

58. Japan
A. Geography
i. Four large islands; 3000+ small ones
ii. Isolation discouraged invasion
iii. Close enough to mainland to borrow ideas from other civilizations
B. Map

59. Development of Japanese Culture
A. Strong reverence for emperor
B. Strong reverence for nature
C. Religions
i. Shintoism
ii. Buddhism
D. Influences from Chinese (transmitted by Koreans)
i. Adapted written language
ii. Adapted efficient government and codes of law
iii. Road engineering
iv. Weights and measures
v. Clothing and furniture design
vi. Calendar
vii. Temple architecture

60. Japanese Feudal System
A. Emperor
B. Samurai class

i. Shogun (actual ruler)
ii. Daimyo (great landowners)
iii. Vassals and samurai soldiers (held land granted by daimyo or shogun
iv. Ronin (samurai without lords)
C. Peasants and artisians
D. Merchants

61. Decline of Feudalism
A. Rapid growth of towns
B. Increase in trade and commerce
C. Extension of power of kings

62. Development of England and France
A. England - a nation-state
i. Early steps toward unity
a. William the Conqueror
(1) Forced allegiance of nobles
(2) Set up strong central government
b. Henry II
(1) Started jury system
(2) Improved court system/English common law
(3) Royal courts increased king's power
c. King John - the Magna Carta
d. King Edward I
(1) Development of Parliament
(2) Redress of grievances
ii. Wars promote unity
a. The Hundred Years' War
b. The War of the Roses
iii. Tudor reign
B. France - a nation-state
i. Capetians kings developed a strong monarchy
ii. The Hundred Years' War
a. Joan of Arc
b. Rise of nationalism
iii. Bourbon reign

63. Nation-States
A. Spain
i. Expulsion of the Moors
ii. Rule of Ferdinand and Isabella
iii. Acquisition of New World empire
B. Portugal
i. Expulsion of the Moors
ii. Reign of Alfonso I
C. Russia
i. Ivan III - overthrew Mongols
ii. Ivan IV - expanded Russia's borders

64. Failure of Germany and Italy to become nation-states
A. Setting up of Holy Roman Empire
B. Ambition of German emperors
C. Constant wars between Germany and Italy

65. Renaissance
A. Definition
B. Origins in Northern Italy (14th Century)
i. Wealth supported arts and learning
ii. Greek and Byzantine scholars came to Italy
iii. Political conditions promoted individualism

66. Humanism
A. Definition
B. Characteristics
i. Critical spirit toward the Church
ii. Enthusiasm for life
iii. Interest in Latin and Greek classics
C. Francesco Petrarch
D. Giovanni Boccaccio

67. Renaissance Figures
A. Writers and their influence
i. Dante Alghieri
ii. Desiderius Erasmus
iii. William Shakespeare
iv. Miguel Cervantes
v. François Rabelais
vi. Michel Montaigne
B. Artists and their influence
i. Michelangelo Buonarroti
ii. Raphael (Raffaello Santi)
iii. Leonardo da Vinci
iv. Rembrandt van Rijn
v. El Greco (Domenico Meotocopulo)
C. Political theorists and their influence
i. Niccolo Machiavelli
ii. Sir Thomas More

68. Protestant Reformation
A. Religious causes
i. Corruption and immorality
ii. Inquisition
iii. Popes involved in politics
B. Political causes
i. Monarchs jealous of wealth and power of the Church
ii. Monarchs resented Church interference
C. Economic causes
i. Middle class opposed heavy Church taxes
ii. Merchant class against Church policy of interest
iii. Kings envious of Church's large land holdings
D. Intellectual causes
i. Renaissance
ii. Commercial revolution

69. Figures of the Protestant Reformation
A. Martin Luther
i. Sale of indulgences
ii. Ninety-five theses
iii. Rise of Lutheranism
B. John Calvin
i. Predestination
ii. Righteous life
iii. Spread of Calvinism
a. Presbyterian Church in Scotland
b. Puritans in England
c. Huguenots in France
C. Henry VIII - the Anglican Church

70. Counter Reformation
A. Definition
B. Council of Trent
C. Jesuits

71. Conflict Between Catholicism and Protestantism
    A. Religious wars
    B. Kings became absolute
    C. Middle class became influential
    D. Christianity split into Catholic and Protestant branches

72. Russia Under the Romanovs
    A. End of the Time of Troubles
    B. Peter the Great
        i. Westernization
        ii. Expansionism
        iii. Strengthening of absolutism
    C. Catherine the Great
        i. Expansionism
            a. Territory on the Black Sea
            b. Partition of Poland
        ii. Increased serfdom

73. Prussia Under Hohenzollern
    A. Frederick William I
        i. Built army
        ii. Encouraged migration to Prussia
    B. Frederick the Great
        i. Invasion of Silesia
        ii. War of the Austrian Succession
        iii. Seven Years' War

74. European Exploration of the New World
    A. Reasons
    B. Nations involved

75. Changes As a Result of Exploration
    A. Economic changes
        i. Rise of capitalism
        ii. Joint-Stock company
        iii. Mercantilism
        iv. Growth of banking
        v. Changes in trade
    B. Political changes
        i. Establishment of overseas empires
        ii. Rivalry led to wars
        iii. Decline of the power of feudal lords and guilds

76. Effects of Colonialization
    A. Indians
        i. Destruction of Indian civilization
        ii. Christianization of Indians
        iii. Enslavement of Indians
        iv. Intermarriage
    B. Africans
        i. Slave trade
        ii. Plantation system
        iii. Intermarriage

77. Age of Enlightenment - Age of Reason
    A. Definition
    B. Time period
    C. Major thinkers
        i. Scientists
            a. Nicholas Copernicus

            b. Johannes Kepler
            c. Galileo Galilei
            d. Sir Isaac Newton
            e. Andreas Vesalius
            f. William Harvey
            g. Joseph Priestley
        ii. Philosophers
            a. Thomas Hobbes
            b. Sir Francis Bacon
            c. John Locke
            d. Baron de Montesquieu
            e. Jean Jacques Rousseau
            f. Voltaire (François Marie Arouet)
            g. René Descartes
        iii. Writers
            a. Alexander Pope
            b. Jonathan Swift
            c. Jean Racine
            d. Molière (Jean Baptiste Poquelin)
        iv. Composers
            a. Johann Sebastian Bach
            b. George Frederick Handel
            c. Wolfgang Amadeus Mozart

78. Influence of Enlightenment Thinkers
    A. English Revolution
    B. American Revolution
    C. United States Constitution
    D. French Revolution

79. England from 1603 to 1688
    A. Issues leading to Civil War
        i. James I
            a. Economic difficulties
            b. Religious difficulties
            c. Political difficulties
        ii. Charles I
            a. Divine right
            b. Parliament
            c. Scottish rebellion
    B. Civil War (1642-49)
        i. Cavaliers vs. Roundheads
        ii. Execution of Charles I
    C. Commonwealth under Cromwell
        i. Ended parliament
        ii. Established military dictatorship
    D. Restoration
        i. Charles II
        ii. Limited monarchy
    E. Glorious Revolution
        i. James II
        ii. William III and Mary
        iii. Reforms
            a. English Bill of Rights
            b. Toleration Act
            c. Succession Act - Act of Settlement

80. Definition of "Revolution"

81. American Revolution
    A. Causes
        i. Distance
        ii. Mercantilism
        iii. New colonial policy
        iv. Interpretation of English laws
    B. Results
        i. United States of America
        ii. Creation of a republican form of government
        iii. Model for other revolutions

82. Definition of Terms
    A. "Radical"
    B. "Moderate"
    C. "Conservative"

83. Eighteenth Century France
    A. Causes of the French Revolution
        i. Absolutism in government
        ii. Inequality among classes
        iii. Unequal and heavy taxation
        iv. Conflict between the Estates-General and the king
        v. Bankruptcy
    B. French Revolution
    C. End of the Old Regime
        i. Constitutional monarchy
        ii. War with Austria and Prussia
        iii. "Second" revolution
    D. France becomes a republic
        i. Beheading of Louis XVI
        ii. Reign of Terror

84. Rise of Napoleon
    A. Execution of Robespierre
    B. Setting up of a new constitution
    C. Government under the Directory
        i. Corruption
        ii. Weaknesses and inefficiency
        iii. Bankruptcy
    D. Overthrow of the Directory by Napoleon

85. Napoleon in Triumph and Defeat
    A. Domestic policy
        i. Absolute dictator
        ii. Napoleonic Code
        iii. National Bank of France
        iv. Government run schools
        v. Concordat of 1801
    B. Foreign policy
        i. Napoleonic Wars
            a. Extended empire to Russia
            b. Continental system
        ii. Napoleon becomes "master of Europe"
    C. Downfall of Napoleon
    D. Legacy of the revolution and Napoleon
        i. France
            a. End of feudalism
            b. Written constitution limiting king's authority
            c. Ideals of liberty, equality, and fraternity
        ii. Europe
            a. Army spread revolutionary principles

            b. Altered European political boundaries
            c. Napoleonic Code
            d. Contributed to growing spirit of nationalism
            e. Great Britain became the strongest and richest nation in Europe

86. Independence in Latin America
    A. Spain's defeat by Napoleon
    B. Emergence of revolutionary leaders
        i. Jose De San Martin
        ii. Simon Bolivár
    C. The Monroe Doctrine

87. Political Instability in Latin America
    A. Poverty
    B. Illiteracy
    C. Class distinctions
    D. Unstable governments
        i. Lack of political training of leaders
        ii. Corrupt dictatorships

88. Unification of Germany and Italy
    A. Germany
        i. German Confederation formed in 1815
        ii. Prussia becomes leading state
        iii. Setting up of Zollverein
        iv. Uprisings in 1848
        v. Bismark becomes Prime Minister of Prussia
        vi. The Danish War
        vii. The Seven Weeks War
        viii. North German Confederation was established
        ix. Southern German states joined Prussia in Franco-Prussian War
        x. All German state united to form the German Empire
    B. Italy
        i. The Carbonari and other secret societies led unsuccessful revolts
        ii. Resurrection - Mazzini
        iii. 1848 Mazzini set up republics in Venice and Rome
        iv. Sardinia granted a constitution
        v. Cavour becomes premier of Sardinia
        vi. Sardinia defeated Austria
        vii. Garibaldi takes Sicily and Naples
        viii. Kingdom of Italy proclaimed
        ix. Italy gains Venetia from Austria
        x. Rome becomes capital of united Italy

89. Effects of Nationalism After 1815 (Metternich Era)
    A. Congress of Vienna
        i. Restoration of monarchies
        ii. Territorial redistribution
        iii. Disregard for nationalism
    B. Concert of Europe
    C. Subsequent revolutions
        i. Greece
        ii. France
        iii. Belgium
        iv. Spain
        v. Portugal
        vi. Italy
        vii. Austria
        viii. Germany

90. Instability in Southern and Eastern Europe
    A. Agriculturally based economies
    B. Poverty, illiteracy, and disease
    C. Wealth in the hands of few
    D. Unstable, corrupt governments
    E. Desire for self determination

91. Industrial Revolution in Great Britain
    A. Definition
    B. Causes
        i. Discovery of new lands
        ii. Belief in science and scientific method helped stimulate invention
        iii. Home production too slow to meet expanding demands
        iv. Because of the Commercial Revolution, merchants needed to invest their surplus capital
        v. Increase in production of raw materials such as cotton, wool, coal, iron
    C. England - home of the Industrial Revolution
        i. Rich in raw materials
        ii. Wealthy men in England with capital to invest
        iii. Location cut off England from continental wars
        iv. Growing labor supply
        v. Government encouraged science and the application of new methods to industry
    D. Development
        i. Began in textile industry
            a. Spinning Jenny
            b. Water frame
            c. Power loom
            d. Cotton Gin
        ii. Spread to other industries
            a. Iron, steel, coal
            b. Power sources
                (1) Steam engine
                (2) Water wheel
            c. Transportation
                (1) Steamboat
                (2) Steam locomotive
            d. Communication
                (1) Telephone
                (2) Telegraph
        iii. Rise of the factory system
        iv. Application of science to industry
        v. Rise of capitalism

92. Significance of the Industrial Revolution
    A. Economic
        i. Machine the key factor in production
        ii. Factory center of production
        iii. Increase production by worker resulted in increase in wages leading to higher standard of living
        iv. Jobs became more simple and monotonous
        v. Workers became more dependent on employers, and less secure
        vi. Modern capitalism replaced the domestic system of production
        vii. Working conditions were bad
        viii. Labor unions were organized
        ix. Labor unions and capitalists engaged in economic warfare
        x. International trade was greatly increased

    B. Social
        i. A higher standard of living eventually resulted
        ii. Rapid growth of cities
        iii. Urban centers had serious social problems
        iv. Women and children entered industry
        v. Increased leisure time
    C. Political
        i. Wealthy industrialist class replaced the aristocracy
        ii. Mercantilism was replaced by laissez-faire capitalism
        iii. Women were given the right to vote
        iv. Industrialized nations became the leaders of the modern world
        v. Industrial problems in capitalist countries led people to support new types of political and economic systems
        vi. In order to obtain markets and raw materials, capitalist nations became imperialistic

93. Alternatives for the Problems of Industrialization
    A. Growth of labor unions
    B. Labor legislation
    C. The socialist movement
        i. Utopia socialism
            a. Robert Owen
            b. Charles Fourier
        ii. Scientific socialism - Karl Marx
        iii. Formation of socialistic political parties
    D. Expansion of democracy
        i. Universal male suffrage
        ii. Women's right to vote
        iii. Public education
        iv. Mass-circulation newspapers
        v. Movement toward welfare state
    E. Major philosophers

94. Major Achievements During the 1800's
    A. Science
        i. Louis Pasteur
        ii. Robert Koch
        iii. Eli Metchnikoff
        iv. Walter Reed
        v. Joseph Lister
        vi. Marie Curie
        vii. Charles Darwin
        viii. Gregor Mendel
        ix. Sigmund Freud
    B. Art
        i. Romanticism in painting
            a. Eugene Delacroix
            b. Francisco Goya
            c. John Constable
            d. Jean Corot
        ii. Impressionism in painting
            a. Edouard Manet
            b. Claude Monet
            c. Pierre Renoir
            d. Paul Cézanne
            e. Paul Gauguin
        iii. Architecture - Skyscraper
    C. Music
        i. Ludwig van Beethoven
        ii. Franz Schubert

iii. Felix Mendelssohn
iv. Frederic Chopin
v. Richard Wagner
vi. Giuseppi Verdi
vii. Peter Illich Tschaikovsky

D. Literature
i. Romantic period (c. 1800 - 1840)
a. William Wordsworth
b. Lord Byron
c. Victor Hugo
d. Alexander Dumas
e. Heinrich Heine
f. Alexander Pushkin
g. James Fenimore Cooper
h. Edgar Allen Poe

ii. Age of Realism (c. 1840 - 1900)
a. Charles Dickens
b. Thomas Hardy
c. Rudyard Kipling
d. Honoré De Balzac
e. Gustave Flaubert
f. Feodor Dostoyevsky
g. Leo Tolstoy
h. Mark Twain (Samuel Clemens)
i. Walt Whitman

95. Definition of "Imperialism"

96. Maps of Asia, Africa, Latin America

97. British Rule in India
A. Establishment of British rule
i. Defeat of the French at Plassy in 1757 by Robert Clive
ii. Rule of the British East India Company
iii. Sepoy rebellion
iv. India part of the British Empire

B. Positive effects
i. Unified India
ii. Improved agricultural methods
iii. Schools, roads, hospitals

C. Negative effects
i. Indian handicraft industry disappeared
ii. Shortages of food
iii. Discrimination
iv. Exploitation

98. Imperialism in China in 1800's
A. Reasons
i. Excellent potential market
ii. Undeveloped resources
iii. Profitable trade
iv. Weak and corrupt government

B. Spheres of influence
i. Great Britain
ii. France
iii. Russia
iv. Japan
v. Germany

C. Chinese reaction
i. Boxer rebellion
ii. Revolution of 1912

99. Imperialism in Southeast Asia
A. Nations involved
i. Great Britain
ii. France
iii. Russia
iv. Netherlands
v. United States

B. Reasons
i. Spices - tea, coffee, sugar
ii. Mineral resources
iii. Stopover ports to the Far East

100. Japan in the 1800's
A. The opening of Japan to trade
i. Commodore Perry
ii. Trade agreements with the United States
iii. Trading agreements with other Western nations

B. Effects of foreign influence
i. Modernization of Japan
a. End of feudalism
b. Political changes
c. Economic changes

ii. Rise of Japanese imperialism
a. Reasons
(1) Need for raw materials and markets
(2) Overpopulation
(3) Nationalism

b. Conquests
(1) Sino-Japanese War
(2) Russo-Japanese War

101. Imperialism in Africa
A. Reasons
i. Need for raw materials and markets
ii. Investing surplus capital
iii. Outlets for population
iv. Nationalism
v. Rivalry among European nations for empires
vi. Christianizing the population
vii. The "White man's burden"
viii. Need for labor

B. Map of Africa
i. Belgian possessions
ii. British possessions
iii. French possessions
iv. German possessions
v. Italian possessions
vi. Portuguese possessions
vii. Spanish possessions

102. Impact of Imperialism in Africa
A. Positive effects
i. Did away with slavery and tribal warfare
ii. Increased literacy
iii. Built cities and industry
iv. New farming methods

v. Improved medical care and sanitation
vi. Served as basis for nationalism
B. Negative effects
i. Destruction of traditional culture
ii. Forced labor
iii. Exploitation of natural resources
iv. Political, social, and economic discrimination

103. Imperialism in Latin America
A. Reasons
i. Important natural resources
ii. Governments were unstable
B. United States' role
i. Monroe Doctrine
ii. Spanish American War
iii. Roosevelt Corollary
iv. Panama Canal

104. Definition of the Term "Alliance"

105. Reasons for European Alliances
A. To maintain balance of power
B. For protection in case of war

106. Major Causes of World War I
A. Nationalism
B. Imperialism
C. Militarism
D. Alliances
E. International anarchy

107. Role of the United States in World War I
A. Supplied food, munitions and military power
B. Sent expeditionary force
C. Helped crack German resistance during Allied counter offensive in 1918

108. Wilson's Fourteen Points
A. Rationale - "peace without victory"
B. Major proposals

109. Treaty of Versailles
A. Major powers involved
B. Major provisions
C. Effects of treaty
i. Violations of nationalism
ii. Inflation
iii. War debts and reparations
iv. Rise of dictatorships

110. Maps of Europe
A. Before World War I
B. After World War I

111. Definition of "Communism"

112. Factors Leading to the Development of Marxist Thought
A. Problems created by industrialization
B. Laissez-Faire capitalism

113. Tenets of Marxism
A. Class struggle
B. Dialectical materialism
C. Surplus theory of value
D. Economic interpretation of history
E. Dictatorship of the proletariat
F. Withering away of the state

114. Events Leading to the March 17 Revolution
A. Autocratic rule of the Csars
B. Class distinction
C. Censorship and religious persecution
D. Coming of the Industrial Revolution
E. Russo-Japanese War
F. Revolution Of 1905
G. World War I
H. Abdication of the Czar

115. Lenin's Communism
A. Nationalization of the means of production and distribution
B. Abolition of capitalism
C. Establishment of atheism
D. Communist party control of the government and the economy
E. Abolition of class distinctions
F. New economic policy

116. Stalin
A. Industrialization (Five Year Plans)
B. Establishment of totalitarian state
C. Support of the Comintern
D. Role in World War II

117. Post Stalin Leaders
A. Nikita Krushchev
i. Destalinization
ii. Peaceful coexistence
iii. Satellite rebellions
B. Leonid Brezhnev
i. Brezhnev Doctrine
ii. Détente
iii. Rise of dissidents
iv. SALT
C. Yuri Andropov

118. U.S.S.R. Compared to U.S.A.
A. Political systems
i. Political parties
ii. Governmental processes
B. Comparison of life styles
i. Family life
ii. Education
iii. Religion
iv. Social services
v. The arts
vi. Human rights

119. Western Europe After World War I
A. Great Britain
i. Economic problems
a. Decline in trade

b. Loss of foreign markets
c. Unemployment and labor unrest
d. War debt

ii. Political changes in the Empire
a. British colonies demanded self government
b. Establishment of the British Commonwealth of Nations

B. France

i. Economic problems
a. Inflation
b. Unstable currency
c. War debt
d. Problems of reconstruction

ii. Political unrest
a. Extremist groups
(1) Monarchists and Fascists
(2) Communists
b. Coalition government in mid 1930's

C. Germany

i. Establishment of Weimar Republic
a. Constitution included democratic features
b. President was given emergency powers
c. Coalition government - due to many political parties

ii. Economic problems
a. War debts
b. Inflation

120. Eastern Europe and Asia After World War I

A. Problems of newly established nations
i. Many nationalities
ii. People poorly educated
iii. Low standard of living
iv. Agrarian economy
v. High tariffs
vi. No experience in self government

B. Problems led to political instability
i. Czechoslavakia maintained democracy
ii. Other Eastern European countries accepted dictatorship

C. Asia

i. Revolution in Turkey
a. Kemal Atatürk becomes dictator
b. Began move toward Westernization

ii. Unrest in the Middle East
a. Nations become mandates
b. The Balfour Declaration
c. Reza Shah comes to power in Persia

iii. Turmoil in China
a. The Nationalists (Kuomintang) against the Communists
b. Japan expands into China

iv. India
a. Rise of nationalism
b. Gandhi - Civil disobedience

121. Impact of Unites States' Depression on Europe

A. Raising of tariffs
B. Cutting off of American loans
C. Lack of financial cooperation
D. Unrest and violence
i. Greater political instability
ii. Destruction of post war republican government in Germany

122. Definitions

A. Totalitarianism
B. Fascism
C. Naziism

123. Rise of Dictators

A. Mussolini

i. Conditions which made fascism possible
a. Economic chaos
b. Weakness of parliamentary government
c. Nationalism
d. Revolutionary agitation
(1) Workers seized factories
(2) Peasants rioted and seized land

ii. Mussolini's rise to power
a. Followers organized into semi-military groups
b. Fascists seized control of towns and cities throughout Italy
c. March on Rome
d. Mussolini named prime minister

B. Hitler

i. Conditions which made naziism possible
a. Weakness of Weimar Republic
b. Economic problems
c. Nationalism

ii. Hitler's rise to power
a. Establishment of National Socialist Party
b. Nazi Party becomes largest single party in Germany
c. Hitler appointed Chancellor
d. Hitler takes control of Germany - The Third Reich

C. Franco

i. Conditions which led to the rise of Franco
a. Instability under constitutional monarchy
(1) Violent strikes
(2) Political assassinations
(3) Radical parties
b. Revolution of 1923
(1) Military dictatorship of General Rivera
(2) King Alfonso XIII - the figurehead
c. Abdication of the king - Spain a republic
d. Spanish Civil War
(1) Nationalists led by Franco
(2) Loyalists
(3) Role of other nations

ii. Franco sets up fascist government

124. Comparison of Ism's

A. Similarities
i. Dictatorships maintained by force
ii. State is supreme

B. Differences
i. Communism - socialist economy
Fascism - capitalist economy
Naziism - capitalist economy
ii. Fascism and Naziism - nationalistic
Communism seeks international revolution
iii. Communism - classless society
Fascism and Naziism - preserve existing classes
iv. Communism - extreme Left
Fascism and Naziism - extreme Right
v. Nazism - Racism

125. Definition of "Genocide"

126. Campaign Against the Jews and Other Groups
    A. Jews
        i. Expulsions of Jews from government jobs
        ii. Jews forbidden to practice law or medicine
        iii. Nuremburg laws of 1935
        iv. Concentration camps
        v. Mass executions
    B. Other groups
        i. Gypsies
        ii. Slavs
        iii. Physically and mentally disabled
        iv. Political prisoners

127. Events Leading to World War II
    A. Japanese invasion of Manchuria
    B. Rearming of Italy
    C. Italian invasion of Ethiopia
    D. German occupation of the Rhineland
    E. Rome-Berlin Axis
    F. German occupation of Austria
    G. German occupation of Sudetenland
    H. German occupation of Czechoslovakia
    I. German occupation of Poland

128. United States' Role in World War II
    A. Neutratlity
    B. Aid to allies
    C. Japanese attack on Pearl Harbor
    D. European theatre of operations
    E. Pacific theatre of operations
    F. China-Burma theatre of operations

129. Results of World War II
    A. Treatment of defeated nations
    B. Nationalism
    C. Establishment of the United Nations
    D. Problems of reconstruction
    E. Independence of former colonies in Asia and Africa
    F. United States and U.S.S.R. emerge as super powers
    G. The atomic age
    H. The cold war

130. Map of Europe after World War II

131. Definition of the Term "Cold War"

132. Major Events of the Cold War
    A. Soviet expansion after World War II
    B. Containment and the Truman Doctrine
    C. Marshall Plan
    D. Military Alliances (NATO, SEATO, and the Warsaw Pact)
    E. Berlin Airlift
    F. Communist victory in China
    G. Korean War
    H. Berlin Wall
    I. Cuban Missile Crisis

133. Events Leading to the Era of Coexistence
    A. Yugoslavia pursues independent course
    B. Uprisings in Eastern Europe
    C. Adjustment of U.S.S.R. economic policy toward satellites
    D. Threat and fear of nuclear war
    E. Rivalry between Communist China and U.S.S.R.

134. Definition of "Détente"

135. Major Events During the Era of Détente
    A. SALT conferences
    B. Proportional reduction of troops from Europe
    C. Trade and cultural agreements
    D. Human rights

136. Independence Movements in Asia After World War II
    A. India
        i. Indian Independence Act of 1947
        ii. Establishment of parliamentary government under Nehru
        iii. Development of industry and modernizing agriculture
        iv. Major problems
            a. Hunger and poverty
            b. Political instability
        v. India's position in world affairs
    B. China
        i. Withdrawl of Japanese armies from China
        ii. Civil war
        iii. Creation of People's Republic of China under Mao Tse-Tung in 1949
        iv. "The Great Leap Forward"
        v. The Cultural Revolution
        vi. China receives United Nations membership
        vii. Reestablishment and normalization of relations between United States and China
        viii. China after Mao
    C. Japan
        i. Military occupation by United States
        ii. Peace treaty of 1951
        iii. Japan admitted to the United Nations
        iv. Japan becomes leading industrial power
        v. Japan's position in world affairs

137. Struggle for Independence in Southeast Asia
    A. Thailand regains independence
    B. Philippines granted independence by United States
    C. Burma and Malaysia granted independence by Great Britain
    D. Indonesia
        i. Fight for independence from the Netherlands
        ii. Independence under Sukarno
        iii. Indonesia after Sukarno
    E. Indo-China
        i. Japanese withdrawal
        ii. French fight to regain control
        iii. Geneva agreement of 1954
        iv. War in Vietnam
            a. American involvement
            b. Aftermath of war
        v. Establishment of Communist rule in Cambodia (Kampuchea)
        vi. Communist rule in Laos

138. Definition of "Zionism"

139. Arab-Israeli Conflict Since World War II
  A. British withdrawl from Palestine
  B. United Nations Partition Plan
  C. State of Israel created in 1948
  D. War breaks out - 1948
    i. United Nations cease-fire - 1949
    ii. Israel annexation of Arab territory in Palestine
    iii. Arabs deny Israel access to Suez Canal and the Gulf of Aqaba
    iv. Palestinians expelled from Israeli territory
    v. United Nations sets up refugee camps
  E. War breaks out - 1956
    i. Nasser takes control of Suez Canal
    ii. Britain, France, and Israel attack Egypt
    iii. United Nations intervenes
  F. Six Day War - 1967
    i. Military buildup by Arabs and Israelis
    ii. Israel strikes first
    iii. United Nations arranges cease fire
    iv. Israel gains Golan Heights, the Sinai Peninsula, and the West Bank
  G. War breaks out - 1973
    i. Egypt and Syria attack Israel
    ii. United Nations arranges cease-fire
    iii. Israel retains territory
  H. Arab oil embargo - 1973
  I. Sadat-Begin peace talks begin - 1978
    i. Peace treaty signed with Egypt - 1979
    ii. Unresolved issues
      a. Palestinian refugees
      b. Return of the West Bank

140. Other Major Middle East Countries
  A. Lebanon gains independence - 1945
    i. Population - Christian and Muslim
    ii. PLO supported by Muslims - use Lebanon as base of operations
    iii. Civil war - 1975
    iv. Israel occupies Lebanon
    v. International peace keeping force in Lebanon
      a. United States
      b. France
      c. Italy
  B. Syria gains independence - 1945
    i. Its power rests with oil pipeline
    ii. Supports the PLO
    iii. Backed by U.S.S.R.
    iv. Syrian troops occupy Lebanon
    v. Syria conflicts with PLO leader Arafat
  C. Iraq gains independence - 1933
    i. Large oil reserves
    ii. Kurds versus Muslims
    iii. War with Iran (Persia) over Shatt el-Arab waterway
  D. Iran (Persia)
    i. Oil-based economy
    ii. Dictatorship of the Shah backed by United States
      a. Advocated Westernization and modernization
      b. Used power ruthlessly
    iii. Overthrow of Shah by Ayatollah Khomeini

      a. Declares Iran Islamic republic
      b. Bans Western reforms
      c. Is strongly anti-American.
        (1) American hostages seized in Teheran embassy
        (2) Breaks ties with United States
      d. Attempts extermination of religious sect - Bahai
  E. Saudi Arabia
    i. Largest oil reserve in the Middle East
    ii. Strong Islamic tradition
    iii. Oil money used to import Western technology
    iv. Saudi Arabia's role in OPEC
  F. Jordan
    i. Pro-Western government
    ii. Accepted Palestinian refugees
    iii. Concern over the West Bank
  G. Egypt gains independence - 1936
    i. Strongest Arab country after World War II
    ii. Leacer of United Arab Republic
    iii. Sadat's peace negotiations with Israel
    iv. Egypt since Sadat

141. Map of Africa Since World War II

142. Africa After World War II - Growth of Nationalism
  A. Political problems
    i. Poorly prepared for self-rule
    ii. Instability
    iii. Ethnic rivalries
    iv. Attempted unity - Organization of African Unity
  B. Economic problems
    i. Agrarian economy
    ii. Cash crop
    iii. Need for financial and technical assistance
  C. Social Problems
    i. Hunger and starvation
    ii. Poverty
    iii. High mortality rate
    iv. High illiteracy
    v. Rapid population growth
    vi. Urbanization
    vii. Communist-Marxist role in Africa

143. Latin America Since 1945
  A. Political problems
    i. Deep division between the Right and the Left
    ii. Power of military since wars of independence
    iii. Instability
    iv. Attempts at unity - Organization of American States
    v. Political repression
  B. Economic problems
    i. Deep division between the rich and the poor
    ii. Overpopulation
    iii. One-crop economy
    iv. Need of capital
    v. Uneven distribution of land
    vi. Uneven economic growth
    vii. Limited success of Latin American Free Trade Area (LAFTA)
  C. Social problems
    i. Illiteracy
    ii. Poverty
    iii. Unsanitary conditions - disease

D. United States' Role in Latin America - Opposition to Spread of Communism
   i. Fidel Castro - Cuba - 1959
      a. Initial support by United States - later withdrawn
      b. Castro turns to U.S.S.R.
      c. Castro's call for other revolutions creates tension
      d. Bay of Pigs invasion - 1961
      e. Cuban Missile Crisis - 1962
      f. Mariel refugee influx to the United States - 1980
   ii. Alliance for Progress
      a. Attempt to improve relations
      b. Economic and social aid
   iii. Panama Canal Zone
      a. Issue - Self determination
      b. Treaty negotiated - 1978
   iv. Chile
      a. Allende elected - 1970
      b. Nationalization of foreign business
      c. 1973 revolt aided by United States
      d. Junta seizes control
   v. Current United States involvement
      a. Nicaragua
      b. El Salvador
      c. Honduras

144. "New Scientific Revolution"
   A. Definition
   B. Major advances
      i. Space exploration
      ii. Computer Revolution
      iii. Medical technology and research
      iv. Hydroponic agriculture
      v. Energy research
      vi. Mass communication
      vii. Performing and fine arts

145. Problems Created by New Technology
   A. Gap between rich and poor nations widens
   B. Rising expectations among Third World nations
   C. Growth of Cities
      i. Pollution
      ii. Mass transportation
      iii. Crime rates
   D. Ramification of automation
   E. Problems of waste disposal

146. Today's Global Issues
   A. Armaments - nuclear proliferation
   B. Terrorism
   C. Population
   D. Food
   E. Energy
   F. Human Rights
   G. Interdependence
   H. Shrinking world resources

147. Meeting the Challenge
   A. Communist perceptions and priorities
   B. Democratic perceptions and priorities
   C. Third World perceptions and priorities

148. Interdependence Among Nations
   A. Economic
   B. Political
   C. Technological

149. Cultural Pluralism
   A. Commonality among peoples
   B. Stratification of societies
   C. Ethnocentrism
   D. Pluralism - cultural enrichment

150. Future Trends
   A. Role of multinational corporations
   B. Computerization
   C. Service economy
   D. Leisure time
   E. Stress

WORLD HISTORY ---- 9th GRADE

AUDIO VISUAL (Chronological order)

TIME	TITLE	DADE COUNTY #
21 min.	Paleolithic Society	1-15629
16 min.	The Ancient Egyptian	1-15309
11 min.	Ancient Mesopotamia	1-05148
14 min.	Ancient Palestine	1-13781
14 min.	The Ancient Orient	1-12599
26 min.	Greeks In Search Of Meaning	1-31320
30 min.	Athens: The Golden Age	1-31197
16 min.	Mythology of Greece And Rome	1-11063
29 min.	Man And The State - Trial of Socrates	1-30030
11 min.	The Ancient Rome	1-05152
22 min.	Julius Caesar- Rule Of Roman Empire	1-31014
15 min.	Rome: Violence Just For Fun	1-11189
19 min.	Rise And Decline of The Roman Empire	1-15281
27 min.	Romans: Life, Laughter, and Law	1-31163
29 min.	The Spirit of Rome	1-31209
16 min.	The Medieval World	1-15217
26 min.	Medieval Mind	1-31929
26 min.	Medieval Knights	1-12536
26 min.	Charlemagne	1-32004
28 min.	The Medieval Crusades	1-31019
16 min.	Crusades (1095-1291	1-14806
14 min.	Crusaders - Saints and Sinners	1-31847
31 min.	Medieval England - The Peasant's Revolt	1-30987
27 min.	The Ancient Africans	1-32082
19 min.	Indian Cultures - 2000 B.C. to 1500 A.D.	1-15132
19 min.	Indian Experience - After 1500 A.D.	1-15133
18 min.	Indian Origins	1-15134
31 min.	The Indians	1-32135
19 min.	The American Indian; Before the White Man	1-10282
22 min.	The American Indian: After the White Man	1-30977
16 min.	Indians in the Americas	1-11551
27 min.	Metis, The (Indians in Canada)	1-32434
28 min.	Last of the Incas	1-32389
27 min.	Last of the Mayas	1-32370
16 min.	China: The Old and the New	1-13103
17 min.	Japan: An Introduction	1-12465
26 min.	Japan	1-30932
27 min.	Japan - Its Customs and Traditions	1-31711
16 min.	Magna Carta- Pt. 1, Rise of English Monarchy	1-14486
16 min.	Magna Carta- Pt. 2, Revolt of Nobles	1-13761
32 min.	Queen Isabel and Her Spain	1-32458
26 min.	Renaissance, The - Its Beginnings in Italy	1-31023
13 min.	Renaissance, The - (2nd Ed.)	1-14994
28 min.	Galileo - Challenge of Reason	1-31844
14 min.	Leonardo Da Vinci	1-31487
14 min.	Italian Renaissance - Its Mind and Soul	1-14804
16 min.	Michelangelo and His Art	1-12499
28 min.	Man and State - Machiavelli on Political Power	1-30262
24 min.	Reformation	1-32259
12 min.	Age of Discovery	1-04554
17 min.	Age of Exploration	1-14812
19 min.	European Expansion	1-31960
30 min.	Matter of Conscience - Henry VIII and Thomas More	1-30188
33 min.	Puritan Revolution	1-32019
26 min.	Elizabeth - Queen Who Shaped An Age	1-31384
17 min.	French Revolution	1-12580
28 min.	The French Revolution (Bastille)	1-12401
28 min.	The French Revolution (Terror)	1-31183
28 min.	Napoleon - Dictator	1-31936
28 min.	Napoleon - End of a Dictator	1-31937

20 min.	Man and the Industrial Revolution	1-31952
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27 min.	Romanticism - The Revolt of the Spirit	1-31182
30 min.	Bismark: Germany, From Blood and Iron	1-32093
14 min.	Imperialism and European Expansion	1-12557
24 min.	End of the Old Order: 1900-1918	1-32401
14 min.	WW I: Background	1-12562
14 min.	WW I: War Years	1-12561
27 min.	Aftermath of WW I	1-31826
26 min.	Versailles: The Lost Peace	1-30409
26 min.	Ordeal of Woodrow Wilson	1-31177
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26 min.	Stalin	1-31303
24 min.	Stalin: Man and Image	1-32406
24 min.	Stalin: The Power of Fear	1-32398
26 min.	Spanish Civil	1-31020
26 min.	Italian - Ethiopian War: Africa in World Affairs	1-30999
26 min.	Benito Mussolini	1-31573
26 min.	FDR and Hitler: Their Rise to Power	1-30731
52 min.	Hitler	1-31571
55 min.	Twisted Cross	1-31051
25 min.	Road to World War II	1-13291
16 min.	World War II '39 - '41	1-13777
28 min.	Second World War - Allied Victory	1-31031
23 min.	Legacy: Children of the Holocaust Survivors	1-32537
18 min.	Cold War	1-10575
24 min.	Tito: Power of Resistance	1-32498
24 min.	De Gaulle: Republican Monarch	1-32495
24 min.	Mahatma Gandhi: Soul Force	1-32404
13 min.	Israel	1-15306
28 min.	Building a Dream (Israel)	1-32362
24 min.	Adenauer: Germany Reborn	1-32493
20 min.	Mr. Kennedy and Mr. Krushchev	1-15551
24 min.	Krushchev: The Bear's Embrace	1-32500
26 min.	First SALT Talks	1-30411
19 min.	Sentinels of Silence (Mexico)	1-15458
15 min.	South America: The Widening Gap	1-15272
16 min.	Central America: A Human Geography (2nd Ed.)	1-15117
18 min.	Brazil: South America's Giant	1-15378
49 min.	Cuba: The Castro Generation (pts. 1 & 2)	1-40161
26 min.	Spain: Land and Legend	1-32463
20 min.	Spain	1-15222
24 min.	Elizabeth II: Winds of Change	1-32407
27 min.	Southern Africa	1-32379
14 min	Poland, A New Nightmare -Screen News Digest Vol. 24,Iss.6	1-15475
30 min.	People of the Cities (Russians)	1-32313
30 min.	People of the Country (Russians)	1-32312
29 min.	Afghanistan: Threads of Life	1-32525
14 min.	Land of the Peacock Throne	1-15192
22 min.	Iran	1-32433
27 min.	The Middle East	1-32377
16 min.	Egypt	1-15309
22 min.	China Today: A New Look At the World's Oldest Culture	1-15424
52 min.	China: A Class By Itself, Pt. 1 & 2	1-50046
28 min.	It Is Always So In The World (China)	1-32309
28 min.	Mind, Body, and Spirit (China)	1-32308
28 min.	Something For Everyone	1-32307
28 min.	Son of The Ocean (China)	1-32306
24 min.	Japan: An Interdependent Nation	1-32396
14 min.	Genius of Japan - Screen News Digest, Vol 25, Iss. 4	1-15590

GENERAL

23 min.	Workshop For Peace	---------- 1-32390
25 min.	Scandinavia: Unique Northern Societies	---------- 1-32392
26 min.	Recognition of Russia: Climate of Mutual Mistrust	---------- 1-30871
26 min.	The Phony War	---------- 1-31021
21 min.	New Zealand	---------- 1-15626
17 min.	Netherlands: People Against the Sea	---------- 1-15295
16 min.	Stonehenge	---------- 1-15611
27 min.	The Great Powers	---------- 1-32568

VIDEOTAPE

28 min.	In Their Words	---------- Available at Southeast Florida Holocaust Center

APPROVED TEXTUAL MATERIALS

BELOW AVERAGE READERS:

Globe. Exploring World History, 1983.
Laidlaw. Understanding the World, 1979.

AVERAGE READERS:

Merrill. The Human Heritage: A World History, 1981.
Scott, Foresman. History and Life: The World and Its People, 1980.

ABOVE AVERAGE READERS:

Allyn and Bacon. The Pageant of World History, 1977.
Houghton Mifflin. Unfinished Journey: A World History, 1980.

HONORS:

Allyn and Bacon. A Global History, 1979.
Holt, Rinehart and Winston. People and Our World, 1977.
Prentice Hall. World History: Patterns of Civilization, 1983.
Social Issues Resources. What Citizens Need to Know About World Affairs, 1983.

CURRENT EVENTS RESOURCE

World Eagle
64 Washburn Avenue
Wellesley, Massachusetts 02181

Aug. '83

29	30	31	1	2
	Goals 1 and 2			
5 Labor Day	6 Goal 3	7	8 Teacher Planning Day	9 Goal 3
12	13	14 Goal 3	15	16
19	20	21 Goal 4	22	23
26	27	28 Goal 4	29	30

SEPTEMBER 1983

3	4	5 Goal 4	6	7
10	11 Goal 4	12	13	14 Teacher Planning Day
17 Goal 5	18	19 Goal 6	20	21
24	25 Goal 6	26	27	28 Goal 7
31	1 Goal 7	2	3	Teacher Planning Day

OCTOBER 1983

Nov. '83

NOVEMBER 1983

7	8	9	10	11
← Goal	8	→		Veterans Day
14	15	16	17	18
← Goal	9	→		Goal 10
21	22	23	24	25
← Goal 10	→		Thanksgiving	Break
28	29	30	1	2
←		Goal 11	→	

DECEMBER 1983

5	6	7	8	9
←		Goal 12	→	
12	13	14	15	16
←		Goal 13	→	
	**** WINTER	RECESS ****		
2	3	4	5	6
Last day of winter recess	←	Goal 14	→	

JANUARY 1984

9	10	11	12	13
← Goal	15	— Goal	16 →	Goal 17
16	17	18	19	20
Martin L. King's Birthday	Goal 17	Review	for mid-year exams	
23	24	25	First day of semester	27
		Last day of semester		Teacher Work Day

			Semester begins	Teacher Work Day
JANUARY 1984 30	31	1 Goal 18	2	3
6	7	8 Goal 18	9	10
13	14	15 Goal 19	16	17
FEBRUARY 1984 20 All Presidents Day	21	22 Goal 20	23	24
27	28	29 Goal 21	1	2
5	6	7 Goal 21	8	9
12	13	14 Goal 22	15	16
MARCH 1984 19	20	21 Goal 23	22	23
26	27	28 Goal 23	29	30

* * * * * Spring Recess * * * * *

APRIL 1984 — MAY 1984 — JUNE 1984

9	10 Goal 24	11	12 Goal	13 25
16 Goal 25	17 Goal 26	18 Goal	19 27	20 Teacher Planning Day
23	24	25 Goal 28	26	27
30	1	2 Goal 29	3	4
7	8	9 Goal 30	10	11
14	15	16 Goal 30	17	18
21 Goal	22 31	23	24 Goal 32	25
28 Memorial Day	29 Goal	30 32	31 Goal	1 33
4	5 Review	6 and finals	7	8
11	12	13	14 Teacher Work Day	15 Teacher Work Day